



**P.S. 205 FIORELLO LAGUARDIA**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 205 FIORELLO LAGUARDIA**  
**ADDRESS: 2475 SOUTHERN BOULEVARD**  
**TELEPHONE: 718-584-6390**  
**FAX: 718-584-7941**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321000010205 **SCHOOL NAME:** P.S. 205 Fiorello Laguardia

**SCHOOL ADDRESS:** 2475 SOUTHERN BOULEVARD, BRONX, NY, 10458

**SCHOOL TELEPHONE:** 718-584-6390 **FAX:** 718-584-7941

**SCHOOL CONTACT PERSON:** Carol Ann Rosado **EMAIL ADDRESS** crosado3@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Carol Ann Rosado

**PRINCIPAL:** Carol Ann Rosado

**UFT CHAPTER LEADER:** Esther Garrido

**PARENTS' ASSOCIATION PRESIDENT:** Theresa Woods/Adriana Trujillo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

**NETWORK LEADER:** WILLIAM COLAVITO/BEN WAXMAN/Christine Etienne

**SUPERINTENDENT:** SONIA MENENDEZ

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jenneth Santiago	Admin/CSA	Electronic Signature Approved.
Carol Ann Rosado	Principal. IA	
Lisa Carmody	UFT Member	
Margaret Maloney	UFT Member	
Esther Garrido	UFT Chapter Leader	Comments: EstherNGarrido
Adriana Trujillo	PA/PTA President or Designated Co-President	
Theresa Woods	PA/PTA President or Designated Co-President	
Maida Ramos	Parent	
Irma Farciert	Parent	
Gabriela Flores	Parent	
Yenny Marin	Parent	
Classina Mittiga	UFT Member	Comments: Clasina Mittiga
Danielle DiPaola	UFT Member	
Leticia Delgadillo	Parent	

\* Core (mandatory) SLT members.



## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 205 is a place where...

Coming to school each morning is a joy for the community, staff, parents, and students alike  
Parents feel welcome in the school and take an active role in their own and their child's education  
Every classroom is a place of exhilaration and wonder, and each day a celebration

This school is a port of entry for many poor and immigrant families from poverty stricken areas of the Dominican Republic, Mexico, South America, the Middle East, Asia and southern Europe. We also have many students in kinship foster care.

All live side by side in an area with a strong sense of neighborhood pride and local grassroots leadership that inspires a feeling of achievement and purpose, as well as hope for the future. The school is viewed as a safe, nurturing and literate extension of the home that promotes a collaborative environment that capitalizes on the expertise of staff, parents and CBO partnerships. Opportunities are provided for children of varied talents and abilities to achieve excellence through the arts, literary publications, clubs, student government and leadership activities. The curriculum is strengthened with a strong focus on content area studies and technology.

Student teachers from these institutions of higher learning spend time working with our students and teachers. These institutions provide us with a qualified "farm team" from which we can recruit excellent future teachers.

All components of the school community work and learn together. It is a fluid organization comprised of the Communities that Learn, Lead and Last.

As a result, most of the budget has been targeted to establish collegial teams. Together, these teams collect data, review data and plan next steps for instruction. These collegial teams allow for flexible small group targeted instruction and differentiation of teaching and learning.

This technology engages the students and prepares them for the modern work force. Teachers have participated in professional development and incorporate technology into their daily instructional program.

All students participate in residencies such as cartooning, storytelling, puppetry, architecture, and quilt making. They study the Masters as part of a teacher written arts curriculum that is aligned with the Social Studies and Language Arts NYS Standards. Literature comes alive on the P.S. 205 stage, as well. Students perform such classics as Oliver, Treasure Island, Peter Pan, Strega Nona, and The King and I. Additionally, our Glee Club entertains our school community and the surrounding community by performing at the local Senior Centers. A few years ago, a fifth grade students decided that they wanted to have an Art Gallery in the school. It is now located outside the library and is maintained by the students. They act as docents and explain the artwork to visitors.

It provides a framework for stability and allows us to cultivate a positive school climate. Students, teachers and parents look forward to annual events. These include: the Science Fair, Social Studies Fairs, Halloween and Flag Day Parades, Read To Me Celebrations, Student Council Campaign

Assembly and Oath of Office Ceremony, Student Publications such as The Newline and the Yearbook, Tree Trimming Assemblies, and Spring Plant Sale.

They include: The Thomas Giordano Memorial Education Fund, College of Mt. St. Vincent, College of New Rochelle, Fordham University, Bronx Zoo, NYC Opera, Guggenheim, Young Audiences NY, Fordham Tremont Mental Health Services, Estee Lauder, Chess in the Schools, Summer on the Hill, Beacon, Belmont Day Care, Boys and Girls Club, LaGuardia Foundation, and Learner Centered Initiatives. These partnerships help us to expand and enrich our instructional program.

Using the School wide Enrichment Model (SEM) as a guide, students are able to select with parental input from a wide variety of "mini courses." These classes include: Digital Storytelling, La Bella Italia, Spanish Dance, Fit Club, Keyboarding, Ballet, The Art of Cooking, Jewelry Making and Cheerleading. Students are encouraged to further explore their interests and abilities with other children that have the same interests. Their talents are "showcased" at a special assembly at the end of each cycle.

, *"Learning in a*

."

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 205 Fiorello Laguardia								
<b>District:</b>	10	<b>DBN #:</b>	10X205	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.9	94	TBD		
Kindergarten	147	166	169						
Grade 1	172	157	166	<b>Student Stability - % of Enrollment:</b>					
Grade 2	164	181	151	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	163	164	163		91.6	90.33	TBD		
Grade 4	168	145	163						
Grade 5	142	156	154	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		90.7	94.4	96.2		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	37	TBD		
Grade 12	0	0	0						
Ungraded	2	1	0	<b>Recent Immigrants - Total Number:</b>					
Total	958	970	966	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					14	18	9		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	41	41	40	Principal Suspensions	14	18	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	7	11	Superintendent Suspensions	2	0	TBD		
Number all others	44	60	78						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	64	55	50				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	174	154	149	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	12	7	44	Number of Teachers	76	79	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
				Number of Educational Paraprofessionals	5	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	64.5	72.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	46.1	46.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	84	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.7	TBD
Black or African American	14.7	15.3	13.7				
Hispanic or Latino	76.5	77.1	77.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.6	0.9				
White	7.6	6.7	6.3				
Multi-racial							
<b>Male</b>	51.5	50.8	49.5				
<b>Female</b>	48.5	49.2	50.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	85.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The school gathers extensive data on the performance and progress of students with a focus on the NCLB subgroups. Quantitative and qualitative data is continuously gathered throughout the school year. At the end of the 2009-2010 school year, we reflected on the school year using the data collected and we noticed the following trends:

- Attendance continues to be lowest on Mondays and Fridays even though we scheduled our Enrichment Days on these days of the week in the hope of improving attendance.
- Parents/guardians have gotten into the habit of sending in absent notes and/or calling since we have been calling homes of absent children for the past three years.
- Attendance on half days and before holidays continues to be low. We will try to schedule special events on these days in order to improve attendance.
- Attendance for the 2009-2010 school year was 94%, the same as the previous year.
- We have noticed a rise in students in temporary housing and families subletting rooms.
- The mobility rate of students has increased.
- Student population has increased within the last year.
- Many of our new admits from outside the US have already repeated a grade or have had difficulty in their native country.
- Our incoming kindergarten students have language delays regardless of where they were born. This reinforces the need for intensive language development instruction in the early grades.
- We were on New York State's list of High Performing Schools for 2007-2008.
- We are a School in Good Standing as per the New York State Report Card since we have met our Adequate Yearly Progress (AYP) in ELA, Math and Science.
- We have received an "A" on the New York City Progress Report for three consecutive years.
- We have had stability with our teachers and do not have a high turnover rate.
- As per the NYC Learning Environment Survey, 100% of our parents participated, compared to 93% the previous year.
- The NYS Science assessment showed an increase in performance levels compared to 2008-2009. In addition, the SWD and ELL subgroups showed a slight increase in levels 3 and 4.

- Based on the 2010 NYSESLAT Modality Analysis, students demonstrated 67% proficient in the listening and speaking sections of the exam. However, students still demonstrate a need to strengthen their reading and writing skills.
- ESL instruction in grades K-5 must continue to differentiate to address the individual needs of the students. Students must be grouped in accordance to their strengths and weaknesses for targeted instruction.
- English Language Learners will still need to be tracked more closely to ensure that they are receiving appropriate instruction to meet their individual needs.
- There was a 12.5% increase of students in first grade that met the DRA benchmark compared to the previous year. Their deficiencies are still use of cues, monitoring self corrections and accuracy.
- Student performance on the NYS ELA and Math exams slightly decreased, due to the recalculation of the scale scores. Even though there was a decrease in the overall performance, grade 3 made an increase of 12% and grade 5 made an increase of 14% on students performing on level 4.
- When analyzing our math endlines (2009-2010), we noticed that students in grades K and 1 were able to recognize shapes and describe characteristics of geometric objects and draw pictures or other informal symbols that represent numbers.
- Our math endlines also indicated that our grade 1 students need to improve, measuring to the inch and basic subtraction.
- Within "Closing the Achievement Gap" ELLs and Lowest 1/3 Citywide received full extra credit (+1.5) for Mathematics.
- The Self Contained Special Education subgroup received extra credit (+1) in ELA and Mathematics.
- Our fifth grade students meeting and exceeding the NYS Benchmarks on the NYS Social Studies exam showed a slight decrease from the previous year.
- Our fourth grade students meeting and exceeding the NYS Benchmarks on the NYS Science exam increased 4.7%.
- In order to continue the work and progress, we need to be able to implement our collegial teams. This is the one major factor that has helped us to improve teaching and student learning. The employment of highly qualified and experienced f-status teachers made this possible.

When reviewing of some of our **greatest accomplishments** over the past year, we need to speak of the following:

- Our "Collegial Teams"
- Our Professional Learning Communities
- The Strengthening of Enrichment Cycles
- ELL Success Grant

Our collegial teams have directly impacted upon teaching and learning. Most of our budget was allocated to this initiative. Therefore the majority of the budget provides direct instruction to students. In addition to the full time staff hired using reimbursable funds, we had the opportunity to have several highly qualified f-status teachers return to the school. With the additional staff, we were able to have three teachers for every two classrooms. They formed our collegial teams. Together, the collegial teams analyzed student data and were able to provide targeted instruction to their flexible groups. Additionally, the collegial team members support each other in terms of professional development. Another positive impact has been on the culture of the school. These former staff members are also positive influences upon our new teachers.

Since beginning our work with Learner Centered Initiatives, we have continued to strengthen our Professional Learning Communities. The Community that Lasts has been expanded. More and more staff members volunteer to meet after school hours.

Our "Enrichment Cycles" are embedded in the school day in grades 2-5. Teachers are exploring how to deepen their enrichment day curriculum to include more higher order thinking opportunities.

We were awarded the ELL Success Grant by the New York City Department of Education. Since 22% of our population includes identified English Language Learners, this grant allowed us to provide additional support for them. We had identified that while our ELL students are progressing in their oral language development, reading and writing continues to be areas that need strengthening. The grant allowed us to hire a Native Language Arts teacher to provide content area instruction in the native language for our long term ELL's in grades 3-5. This teacher will continue to provide Native Language instruction in the classroom simultaneously with the classroom teacher by the use of Title III funding. This collaborative team approach gave our ELL students much support. This support was evident by the scores our ELL students achieved on the NYS math, social studies and science exams this past year.

Space and the physical structure of the two school buildings continue to be **barriers** for our school community. We do not have gyms or outdoor playgrounds. The Upper School lunchroom doubles as an auditorium for both buildings. Unfortunately, since we have one breakfast period, three lunch periods and two periods for clean up, the use of the room as an auditorium is limited. Additionally, the physical open plant of our Lower School (no walls) is very disruptive for our youngest students. Besides the noise level that exists daily, there is a need for two lunch periods which directly impacts upon student learning.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, 90% of English Language Learners (ELL's) will increase their scale score performance on the Reading/Writing component of the 2011 NYSESLAT exam.	<input type="checkbox"/> P.S. 205 has a large population of ELL students that struggle with reading and writing.
<input type="checkbox"/> 2. By June 2011, P.S. 205 will increase parental involvement by 5% as measured by attendance at workshops, meetings, school activities and home/school interaction.	<input type="checkbox"/> To increase parental involvement.
<input type="checkbox"/> 3. By June 2011, 95% of second grade teachers will effectively learn how to differentiate instruction.	<input type="checkbox"/> Teachers will learn to diversify lessons based upon students' learning styles, entry points and interests. Lessons will be differentiated due to content, process and/or product.
<input type="checkbox"/> 4. By June 2011, an increase of 5% of students in grades 1-5 will improve their conventions of writing skills as measured by an endline assessment.	<input type="checkbox"/> Teachers have identified this as an area that needs strengthening throughout the grades.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**English Language Learners**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By June 2011, 90% of English Language Learners (ELL's) will increase their scale score performance on the Reading/Writing component of the 2011 NYSESLAT exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Provide teachers with Professional Development that will familiarize them with the components of the NYSESLAT effective ESL strategies</li> <li>• Curriculum maps will incorporate strategies/skills that support ELL students <input type="checkbox"/></li> <li>• Data on ELL students will be collected and analyzed by teachers throughout the school year (ARIS, Periodic Assessments, Imagine Learning, Running Records etc.) to plan next steps</li> <li>• Technology (SmartBoards, laptops, computers, Smart Table, Elmo) will be incorporated into the instructional program to support the learning styles of English Language Learners</li> <li>• Readers' Theater will be encouraged to improve speaking skill of English Language Learners</li> <li>• Interactive modeling, best writing practices using benchmarks, student exemplars and student generated rubrics will be incorporated into the ESL program.</li> <li>• ELL students will be grouped according to proficiency levels to provide targeted instruction based upon needs</li> <li>• A homework club will be organized by the guidance counselor to support our ELL students</li> <li>• A Parent Orientation for parents of ELL students will be held in September to familiarize parents with program options and instructional program</li> </ul>

- Parent workshops will be held throughout the school year to familiarize parents with the NYSESLAT exam and suggestions to support their children at home.
- Imagine Learning, an interactive computer program, will be incorporated into the instructional program to support oral language skills and vocabulary development of ELL students.
- ELL students in the Freestanding ESL program and self-contained ESL classrooms will use the Avenues curriculum that connects language arts and the content areas to provide a more interdisciplinary approach.
- English at Your Command will be implemented as an intervention program by the ESL teachers for ELL students
- Text Talk, an interactive program which enhances oral language skills and vocabulary development will be used to support ELL students.
- Storyboarding will be incorporated into the ELL instructional program to support student writing.
- ESL teachers will articulate with classroom teachers to provide a seamless instructional program for our ELL students
- Teachers will attend quality off site professional development sessions to learn innovative tools, interventions and strategies to promote ELL student achievement
- Phonics and Friends is incorporated as a supplemental tool to build essential phonics and decoding skills (K-2)

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*



**-Imagine Learning English:** Interactive computer program designed to support writing, reading, listening and speaking for ELLs in grades three through five, with native language support where appropriate. (Title 3, NYSTL Software)

**Consultants** such as Rosa Delgado, will provide professional development and support for classroom teachers, ESL teachers and Bilingual teachers on effective ESL strategies. (CEI Consultant hours)

**-Professional Development:** Training for teachers is focused on ELL best practices, goal setting, and data analysis. Workshops and ongoing support facilitate ELL program continuity and alignment with the grade-level

	<p>curriculum.(Title1 SWP, Title 1 ARRA, Title IIA)</p> <p>Student resources and teacher materials will be purchased to support our ELL students' learning. (Title 1 SWP, FSF, Title 1 ARRA)</p> <p>Teachers will attend off site professional development sessions. Per diem teachers will be hired to cover classes. (Title 1 SWP, FSF, Title ARRA, Title IIA)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><b>Monthly:</b> Inquiry team meetings allow classroom teachers to revise their instructional practices for ELLs with input and support from the ESL staff.</p> <p><b>Tri-Annual ESLGoals:</b> Classroom teachers and ESL staff collaborate to plan short-term and long-term goals for individual ELL students, based on the ESL and ELA Standards and Performance Indicators.</p>

**Monthly:** Unit exams follow each Avenues unit and target essential literacy skills and strategies.

**Ongoing:** Students' reading and writing performance, based on the Avenues and Imagine Learning English lesson objectives, is tracked and data is used to plan next steps.

Progress in reading comprehension for ELLs in grades 3 through 5 will also be monitored using Formative Assessments and the ELA Predictive and ELL Periodic Assessments.

Baseline, Midline, and Endline reading and writing assessments will be analyzed to track student achievement

Rubrics and criteria charts will used to assess each writing unit.

**Teacher conference Notes:** Document goal-setting and next steps for individual students.

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**NYSESLAT End-Term Assessment :** Each Spring, ELL students take the NYSESLAT, which is used to measure Annual Yearly Progress (AYP).

**December 2010:** 100% of classroom teachers, in collaboration with the ESL staff, will review the ELL Periodic data to reassess instructional groups and identify student needs in reading and writing.

**February 2011:** 100% of classroom teachers, in collaboration with the ESL staff, will re-evaluate student needs and adjust instructional groups and strategies

accordingly.

**April 2011:** 100% of classroom teachers, in collaboration with the ESL staff, will review the ELL Periodic data to reassess instructional groups and identify student needs in reading and writing.

**June 2011 :** 100% of classroom teachers will use summative and formative assessments to compile holistic student portfolios and make projections for the following school year.

**Formative Assessments:**

**Ongoing Assessments:** Throughout the year, student progress is tracked using a variety of benchmarks, including the **Avenues** objectives tracker.

**Imagine Learning English:** The program generates customized progress reports for students on a weekly and monthly basis.

**Student Portfolios:** All student work, conferencing notes, long and short-term goals, and rubrics will be included in a comprehensive portfolio.

**Individual Student Goals:** All students have differentiated ESL goals for each of the four modalities: speaking, reading, writing, and listening.

**Subject Area**  
(where relevant) :

**Parent Engagement**

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**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and*

2. By June 2011, P.S. 205 will increase parental involvement by 5% as measured by attendance at workshops, meetings, school activities and home/school interaction.

<i>Time-bound.</i>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Provide parents with frequent reports on their children's progress such as: report cards, formative assessments, Acuity assessments, baseline, midline, endline assessments, goals so they can support their students' learning</li> <li>• Staff will be available for consultation with parents and three identified time periods will be sent home in September to encourage home/school communication</li> <li>• Provide parents opportunities to volunteer and join Learning Leaders in order to support student learning and interact with students and teachers</li> <li>• Parent orientation sessions are held in October by classroom teachers to familiarize parents with routines and expectations.</li> <li>• Parents will be encouraged to visit during Open School Week to view their students in their classrooms</li> <li>• Parents will be invited to celebrations throughout the school year to share in their students' accomplishments.</li> <li>• Involve parents in the planning, review, and improvement of the school's parental involvement policy to assure implementation</li> <li>• Provide a Parent Interest survey in September in order to provide teachers with information about expertise that they can share with students</li> <li>• Encourage parents to participate in the annual Learning Environment Survey so concerns etc can be addressed</li> <li>• Publish a P.S. 205 Parent Handbook that will be distributed at the beginning of the school year to inform parents about procedures and schedules</li> <li>• Activate the Learning Leader program to involve parents in the school community</li> <li>• Invite parents to participate in the Penny Harvest Project to assist students on this school wide event</li> <li>• Conduct adult ESL parent classes to assist their learning of English</li> <li>• Schedule family nights to provide a venue for teachers, parents and students to interact in a social setting</li> <li>• Distribute monthly parent newsletter with translation in order to keep parents apprised of current school activities</li> <li>• Implementation of class mothers to provide teachers with a "point" person to plan activities, information etc</li> <li>• Provide parents with information about the Books of the Month in order to support parent/child interaction</li> </ul>

	<ul style="list-style-type: none"> <li>• The Parent Coordinator will conduct Parent Advocacy Classes to provide information about parenting skills</li> <li>• Display an enlarged montly calendar in school lobbies to inform parents of special events, etc.</li> <li>• Encourage parent attendance on school trips</li> <li>• Parent workshops will be planned to inform parents about assessments, curriculum, goals, and summer opportunities, etc</li> <li>• Parent will be encouraged to participate in the Community that Lasts, School Safety Committee and the School Leadership Team</li> <li>• Encourage participation in monthly Parents' Association meeting</li> <li>• The school library will be available to parents for open access before the school day begins. This will encourage parents to read to and with their children as well as create a welcoming atmosphere.</li> <li>• A school aide will be assigned to make phone calls to the home when children are absent. This encourages home/school communication.</li> <li>• Parents volunteer to assist with the Student Council Bookstore.</li> <li>•</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• <input type="checkbox"/>Family Nights - Family Links Grant, ESP</li> <li>• Arts Residencies - ESP/Title 1 SWP, Bright Lights/Title 1 SWP, Family Link Grants</li> <li>• ESL Parent Classes FSF</li> <li>• Parent Handbook Title 1 SWP</li> <li>• Trips, Special Events - Thomas Giordano Fund</li> <li>• Parent Coordinator - FSF</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• <input type="checkbox"/>Attendance at parent workshops</li> <li>• Parent Survey results</li> <li>• Attendance at Parent Teacher conferences</li> <li>• Participation in Learning Leaders and Parent Advocacy Sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• Articulation between home/school via interaction with teachers</li> <li>• Parent attendance on trips</li> <li>• Parent attendance on committees</li> <li>• Membership in Parents' Association</li> <li>• Establishment of Class Parents</li> <li>• Interaction of parents during Penny Harvest</li> </ul>
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**Subject Area**  
(where relevant) :

**Differentiated Instruction**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June 2011, 95% of second grade teachers will effectively learn how to differentiate instruction.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Participate in Differentiated Instruction study group with Yvonne Torres using <u>Differentiated Classroom</u> by Carol Ann Tomlinson</li> <li>• Participate in a Differentiate Instruction Lab Site and debrief lessons to develop next steps</li> <li>• Utilize “The Equalizer” tool to ensure appropriate levels of activities</li> <li>• Visit schools to observe models of Differentiate Instruction</li> <li>• Administer Learning Profile and Interest Surveys to students and Interest Surveys to parents in the beginning of the year to be utilized by teachers when planning</li> <li>• Expose teachers to a range of instructional and management strategies in order to better differentiate instruction</li> <li>• Implement differentiated instruction strategies in the classroom program</li> <li>• Differentiate the content, process and/or product based on student need, interest and learning profile</li> <li>• Design engaging and meaningful workstations</li> <li>• Create a learning environment to support Differentiate Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan lessons collaboratively during common planning periods</li> <li>• Utilize formative assessments to adjust instruction according to assessment results.</li> <li>• Use diagnostic assessments to evaluate students' prior knowledge</li> <li>• Vary groupings of students dependent on the task and the students' readiness, interest and learning profile</li> <li>• Schedule inter-visitations within the grade and across grades to observe Differentiate Instruction lessons</li> <li>• Conduct Low Inference Transcripts to record teacher / student during DI work</li> <li>• Articulate with 1<sup>st</sup> grade teachers using the Condition of Learning tool</li> </ul> <p>Coaches will participate in the DI study group and turn-key strategies to their grades  Invite staff members via the weekly school newsletter to observe the DI study group and classroom Lab Sites  Examine student work using the Santa Cruz model  Develop differentiated assessments for groups of students during lessons/units</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Purchase the book <u>Differentiated Classroom</u> by Carol Ann Tomlinson (SWP, FSF)</li> <li>• Schedule common planning periods</li> <li>• Yvonne Torres, CEI/PEA Consultant (CEI-PEA)</li> <li>• Coaches (Title 1 SWP, Title 1 ARRA)</li> <li>• Hire per diem teachers to cover teachers to attend the DI study group (Title 1 SWP, Title 1 ARRA, Title IIA, FSF)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> By October 2010, 100% of teachers in grade 2 will use relevant data to effectively group students for instruction.</li> <li>• By November 2010, 100% of teachers will use formative and summative assessments to inform and differentiate their instruction.</li> <li>• By June 2010, 80% of students will increase performance by 20% as indicated by endline assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Lesson Plans that reflect DI work</li> <li>• Learning Walks</li> <li>• Formal and informal observations</li> <li>• Low Inference Transcripts</li> <li>• Results of learning Profile Survey</li> <li>• Results of Interest Survey</li> <li>• Unit Assessments</li> </ul> <p>Y Implementation of DI lesson plan</p>
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**Subject Area  
(where relevant) :**

**English Language Arts**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>4. By June 2011, an increase of 5% of students in grades 1-5 will improve their conventions of writing skills as measured by an endline assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Literacy Coaches will revisit the curriculum calendar to align the <i>conventions of writing</i> scope and sequence to the school’s writing units of study.</li> <li>• Literacy Coaches will meet with teachers and AIS providers to review the curriculum calendar and examine the scope and sequence for the <i>conventions of writing</i>.</li> <li>• Classroom teachers will administer a school-created <i>conventions of writing</i> baseline assessment aligned to state standards.</li> <li>• Coaches, teachers and AIS providers (collegial teams) will analyze baseline assessment to create mini-lessons to address student needs.</li> <li>• Professional Development and Grade Conferences will be ongoing to</li> </ul>

	<p>continue the data analysis to support the teachers and students.</p> <ul style="list-style-type: none"> <li>• Explicit teaching will take place in the form of mini-lessons within the writing workshop.</li> <li>• Students will write daily during the writing workshop to practice the strategies taught during the mini-lessons.</li> <li>• Coaches, teachers and AIS providers (collegial teams) will articulate weekly to plan differentiated instruction to meet the needs of individual students.</li> <li>• Conferencing, authentic writing pieces, rubrics and benchmarks will be used as formative assessments.</li> <li>• Classroom teachers will administer the same school-created <i>conventions of writing</i> endline assessment to measure growth.</li> <li>• Data will be analyzed to determine if the school goal was met.</li> </ul> <p>Teachers will provide students with focused feedback on writing assignments  Coaches will model lessons focusing upon the conventions of writing  Professional development sessions will focus on unpacking the new writing units that include the conventions of writing  Exemplars will be provided for students for reference during writing units</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Purchase of new Language Arts books (NYSTL,FSF)</li> <li>• Alignment with the reading/writing calendar (Title 1SWP, Title 1 ARRA, FSF)</li> <li>• Professional Development (Title 1 SWP, Title 1 ARRA, FSF, )</li> <li>• Staff Training (Coach/Teacher) Title 1 SWP, Title 1 ARRA</li> <li>• Grade Level Planning</li> <li>• Double Prep for Common Planning</li> <li>• Per Diem Substitutes (Title 1 SWP, FSF, Title II)</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*



- Baseline, Midline, Endline Assessments
- Writing Process - Drafting, Revising, Editing
- Conference Notes
- Student Writing
- Analysis of Student Work - Rubrics, Criteria Charts, Reflections, Santa Cruz Protocol

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	60	60	N/A	N/A	40	2	2	1
1	68	49	N/A	N/A	40	5	5	5
2	98	49	N/A	N/A	18	5	5	8
3	92	95	N/A	N/A	22	5	5	2
4	97	97	5	5	23	5	5	6
5	62	62	2	20	25	7	7	2
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> <b>AIS Specialists: K-5 Push in/pull out program designed to help prevent academic failure in grades K-5.</b>          Population targeted was previous holdovers, level one and level two students. Small group instruction provided daily for 30/50 minute periods during the school day. They conduct small group/individual and whole class lessons. Push in model is primarily used. Teachers work with students in small groups and/or provide individual instruction. Teachers use alternate methods of instruction to support and enrich literacy.          The following literacy programs are implemented:</p> <p><b>Avenues: Is an ESL literacy research based program. This program has a heavy emphasis on a multisensory approach using stories, songs, rhymes, and an abundance of photo file cards. Advanced ELL's-4x's a week for 50 minutes, Beginner Ell's – 5x's a week for 50 minutes in small groups. Each lesson is structured to include work in phonics, word-learning activities, reading fluency development. 5x's a week, 30 minutes in a small group.</b></p> <p><b>Imagine Learning English: An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.</b></p> <p><b>Early Success: Is a literacy research based program used as supplement to Tier 1 classroom instruction for second and third grade students who are below grade level. Each lesson is structured to include work in phonics, word-learning activities, reading fluency development. 5x's a week, for 30 minutes in a small group.</b></p> <p><b>Foundations: Is a literacy based program provided to k-3 students that emphasizes systematic phonics study of work structure. Done in small groups 5X's a week for 30 minutes.</b></p> <p><b>Soar to Success: Is a 30 minute literacy program that is research based. It is fast-paced and uses authentic literature, reciprocal teaching, graphic organizers, and a scaffolded support to accelerate students' reading growth. Done in small groups of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students for 30 minutes, 5x's a week.</b></p> <p><b>Read 180 is a literacy research based pull-out technology program provided to 4<sup>th</sup> and 5<sup>th</sup> grade Level 1 and 2 students for 90 minutes, 3x's a week.</b></p>

	<p><b>Wilson : a research based comprehensive multisensory program designed for students who struggle with decoding and spelling</b></p> <p>Reading Academy: NYS Reading Academy is a literacy research based curriculum. The instruction is organized around the five Big Ideas of early literacy instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension).</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> <b>Everyday Practice through playing games not only builds fact and operation skills but also reinforces other skills such as using calculators, exchanging money, shopping, logic, geometric intuition, and intuition about probability. It provides an alternative to repetitive drills. Done in small groups as a push-in or pull-out program.</b></p> <p>Finish Line/Breakaway Math: Step by step instruction on key math skills based on standards. It allows for guided and independent practice to be conducted. Students' growth is monitored with ongoing assessments.</p>
<b>Science:</b>	<p><b>A multisensory approach using investigative strategies and hands on manipulatives is utilized. Technology is integrated with the use of the A+ Mobile cart.</b></p>
<b>Social Studies:</b>	<p><b>. A project-based approach incorporating inquiry methods and higher order thinking skills. Primary source documents are analyzed and DBQ's are reviewed.</b></p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>They are members of the RTI team. They service children one to one and in small groups during the school day. They are also the liaisons to mental health agencies that work with our students.</b></p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><b>Member of the IEP team-conducts testing for referrals as per weekly 201.</b></p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><b>Member of the IEP team-conducts social intakes as per weekly 201.</b></p>
<b>At-risk Health-related Services:</b>	<p><b>Fordham Tremont Mental Health Provider-One on one, small groups, whole class during the school day and develops profiles of students strengths and weaknesses.</b></p> <p><b>Nurse: Asthma Club, 504 Forms</b></p>

## Language Instruction Program

- Language instruction education programs for English Language Learners (ELLs) while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: (a) purpose of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program. The allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below how language instruction education programs funded under Title III, Part A of 2009 Budget will help LEP students attain English proficiency while meeting State academic achievement standards. The SED may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A may not supplant programs required under CR Part 154 (as described in this section) for space provided below describes the school's language instruction program for limited English proficient (LEP) students. The description must include: purpose of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). From the revised Title III budget described in Section II, P.S. 205 will support our English Language Learners (ELLs) through the Transitional Bilingual Education (TBE) program and (5L) programs. Transitional Bilingual services are provided for students in grades Kindergarten through First. Students in grades two through five participate in the freestanding ESL programs, based on parent choice. All ELL students are fully served as per CR PT154.

### Section I. Student and School Information.

The proposed Native Language, content-area program at P.S. 205 will focus on and supplement classroom instruction, aligned with New York State Standards. The Native Language program is designed to service beginner to high-intermediate

students from grades two through five. The program provides students with native language support in the core content areas: math, science and social studies. Students receive these services three days a week with a certified, F-Status Native Language teacher, for 50 minute

Number of Students to be Served. The students will work with approximately 50 students. Students

will participate in small-group instruction focused on strategies to make content and language comprehensible. For example, during science

Non-LEP 97-status teacher will provide native language support and content area instruction and scaffold (in Spanish) the lesson provided by the monolingual classroom teacher. Students will therefore be better prepared to comprehend content area

Number of Teachers. This program will begin in January 2011 three times a week through the end of May.

Other Staff (Specify) 50 (Counselors, IEP Team, Parent Coordinator, Business Manager, Nurses, Therapist, Security, Paraprofessionals, Aides, Custodians, Cafeteria, Secretaries)

The Native Language Arts curriculum will parallel the research-based ESL and content-area instruction in the classrooms. Beginner to high-intermediate students will be engaged in supplementary activities based upon the content-area curriculum maps. Grade-specific, content-area themes will provide students with essential practice in the four modalities: reading, writing, listening, and speaking. To ensure

development in critical thinking, content-area concepts, and oral language development, students will participate in differentiated units of

Section II: Title III, Part A LEP Program Narrative instruction. Differentiated strategies and approaches will include explicit vocabulary, cognates, and phonics instruction. The Native Language

teacher will provide small group, content-area instruction simultaneously with the classroom teacher. To support access to the grade-level curricula for ELLs, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades 2-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the *Imagine Learning English* program will be sent home to strengthen the collaboration between home and school. The reports facilitate individualized homework and extension Activities while providing critical information for parents in the native language. During our extended day period, students will have access to the *Imagine Learning* technology program. This is above and beyond the mandated units of service.

ESL and Bilingual teachers will collaborate with classroom teachers to design assessments targeting critical skill areas. Assessments will be analyzed during common planning sessions on an ongoing basis. Supplemental textbooks will include Bilingual (Spanish) language texts, dictionaries, and glossaries. Houghton Mifflin Harcourt's Estudios Sociales, Ciencias, and Matematicas Paso por Paso will be used for targeted student groups. Small-group instruction will be a critical part of native language support. As part of the assessment package, students will complete a variety of formative and summative assessments.

#### Parental Involvement

A weekly Parent Literacy Workshop is being offered to provide parent training specific to the Imagine Learning program as well as each of the grade-level curriculums. A licensed ESL teacher will provide adult English as a Second Language (ESL) instruction for our parents. Instruction will be provided at no extra cost to the school or the parents. The Heinle Picture Dictionaries and workbooks will be purchased. Parents will meet weekly for 50 minutes to learn strategies for promoting English language development in the home and in real life situations. The native language will be used to support newcomer parents and to ensure that they can access all available resources. As the parents acquire increased proficiency in English, they will be better equipped to assist their children with home instruction. Our home school collaboration will be strengthened by actively involving our parents in their own education.

#### Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.



To ensure quality, differentiated instruction for all students, P.S. 205 provides ongoing professional development workshops on the following topics:

Professional Development Workshops for ESL/Bilingual Providers

- - ELL and Jose P. Mandated Training (Annual) for all new teachers.

-Differentiated sessions for general education and special education teachers.

- Turn-key of BETAC workshops such as *Strategies to Master the NYSESLAT and ELA* , *Differentiated Learning for ELL's in English and Spanish*, *Navigating the LAP*, and *The Challenge of Learning Academic English*.

- ,Scaffolding Learning by Pauline Gibbons and Writing Sense by J. Kendall and O. Khuon.

- *Imagine Learning* Professional Development will be provided to F-Status teacher, Bilingual and ESL teachers

**Ongoing Professional Development for Classroom Teachers:**

-*Imagine Learning English*

-Avenues

-Differentiation for English Language Learners (ELLs).

-High-quality professional development will be provided throughout the year, at no cost to the school (Title III funding).

**Section III. Title III Budget**

School: **P.S. 205 The LaGuardia Academy of Arts and Technology**  
 BEDS Code: **321000010205**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$19,900	<input type="checkbox"/> 1 Licensed F-Status Bilingual teacher <u>Content-Based Lessons</u>

- Per diem		<b>3x a week for 60days (1/10/11-5/29/11) plus fringes = \$19,900.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	None
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6080	<input type="checkbox"/> <p><b>Materials for <u>students</u> and <u>parents</u> to promote conversational skills will include:</b></p> <ul style="list-style-type: none"> <li>• supplemental content area libraries to be used by F-Status, ESL Teachers (extended day)</li> <li>• picture dictionaries (parents)</li> <li>• books on tape (students and parents)</li> <li>• supplies: notebooks, paper, and workbooks (parents)</li> </ul>
<b>Educational Software (Object Code 199)</b>	\$7500	<input type="checkbox"/> <b>Imagine Learning English Technology</b> <b>50 licenses x \$150 = \$7500 will be purchased to provide our ELL's in grades 3-5 with differentiated literacy instruction.</b>  <b>Professional Development will be included for F-Status, Bilingual and ESL teachers</b>
<b>Travel</b>	\$0	None
<b>Other</b>	\$0	None
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P.S. 205's largest population is Hispanic. This has been confirmed by closely monitoring the Home Language Survey that is completed upon admission by the parent/guardian. This information is entered into ATS immediately. All communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. Additionally, the Parent Coordinator is bilingual and is always available to assist parents. She translates at all workshops, PA meetings and Parent Teacher conferences, as needed. Our monthly Parent Newsletter is also translated into Spanish by the Assistant Principal. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence.

- Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. The school community was notified of this through PA meetings, school meetings, and the monthly newsletter.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. The school community was notified of this during PA meetings, school workshops and the monthly parent newsletter.

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Most oral interpretation services are provided by school staff that speak Spanish and Albanian. They are available on a need basis. There is always someone who speaks Spanish available in the Main Office for phone calls or to answer questions. Interpretation services are used in individual cases for languages that our own personnel are not fluent. We have the phone numbers for these outside contractors on file.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Letters were backpacked with the students in regards to Section VII of the Chancellor's Regulations A - 663. Parents were also informed during Parent Association Meetings, school meetings and on an individual basis.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$1,138,045	\$185,534	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11380		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$56,903	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$113,805	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
 Two teachers have applied to the NYSED for their early childhood certification after completing a course needed in the spring. They already have NYS certification for 1-6.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



### School Parental Involvement Policy

#### I. General Expectations

The LaGuardia Academy of Arts and Technology agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The LaGuardia Academy of Arts and Technology will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Outreach of Parent Coordinator
  - Participation in School Leadership Team
  - Establishment of a Parents’ Association Executive Board
  - Attendance at monthly Parent Association Meetings
  - Distribution of Monthly Parent Newsletter with announcements in multiple languages
  - Scheduling Events and meetings. Notices distributed in multiple languages.
  - Maintenance of Parent Bulletin Board.
2. The LaGuardia Academy of Arts and Technology will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Participation in the School Safety committee
- Review school report card at parent meeting
- Review budget at School Leadership Team meeting
- Form committees to update the CEP
- Attendance at Parent Orientation meetings and Open School Week

3. The LaGuardia Academy of Arts and Technology will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent workshops
  - Parent Center
  - Family Arts Nights
  - Parent Only trips to cultural institutions
  - Family Nites
  - Library Open Access
  - ESL Parent Class
- 
- Special events such as assemblies, science fair, writing celebrations, etc..
  - Chess Tournaments
  - Book Fair
  - Family Link trips to cultural institutions (Children and parents)
  - Parent Handbook and Monthly Newsletter
  - Supervise Student Council Book Store

1. LaGuardia Academy of Arts and Technology will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The School Leadership Team will distribute a survey (in the necessary languages of the school) in the spring to evaluate the content and effectiveness of our parental involvement policy. This survey will be distributed to students to bring to their parents. It will also be distributed at PA meetings. The Parent Coordinator will help to explain the survey and collect the results. They will be compiled and discussed at future SLT and PA meetings. The results will assist us to improve our parental involvement policy.

2. The LaGuardia Academy of Arts and Technology will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Parents will be offered the opportunity to attend workshops provided by staff and the Parent Coordinator to inform them about New York State's Standards and Performance Indicators and how they relate to the work their children are doing in school. They will be offered periodically throughout the school year. Additionally, parents will be made aware of the alignment of the standards and the State assessments. Title 1 staff meet with parents to explain why their students were identified for the services and receive a description of the programs. Results from Princeton Review assessments were made available to parents. Parents were sent a hard copy as well as receiving a password where they could access the information at home via computer. The Homework Helpline is also available to assist children and their parents with homework. Student portfolios are reviewed by parents mid-year to assess their progress and to see how they measure up according to the Standards.

a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: making workshops available to parents throughout the year. The topics include: Family Literacy and Math, State Standards, Interventions, Title 1 Programs, Language Development, etc. A parent ESL class is available to parents. Parent open access is provided everyday to promote literacy in the home. The Parent Coordinator is a wonderful resource and maintains a Parent Center where parents can borrow books on tapes. We plan to schedule a computer class for parents using our newly acquired laptop cart.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: scheduling events that bring together staff and families. Events such as Family Nites, Arts Evenings, Writing Celebrations, Square Dancing Nite, etc...Meetings will also be varied between mornings and evenings in order to accommodate working parents.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: maintaining the Parent Resource Center. This supports parents in providing assistance for their children.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format,

- a. including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All written communication sent from the school is available in English and Spanish. We also have staff members who are bilingual and available to translate. If there is a need for another language we conduct outreach to provide the service for the family.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by The LaGuardia Academy of Arts and Technology on June 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

The LaGuardia Academy of Arts and Technology, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

### **School-Parent Compact**

#### School Responsibilities

The LaGuardia Academy of Arts and Technology will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: We will continue to work with LCI to develop assessments in ELA using triangular datapoints and to conduct a gap analysis in ELA for grades 3-5. Professional development will allow teachers to identify needs of students and provide differentiated instruction.
1. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 and March 2011

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents receive report cards twice a year (November and March). Additionally they receive results from the Princeton Review interim assessments, classroom test scores and midyear portfolio review.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff identify three periods per week that they are always available to parents. These schedules are sent home in September. Additionally, staff members are available in emergency situations.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent orientation sessions are held in October by individual teachers. Parents are also invited to Open School Week and all class/school celebrations. Parents volunteer in the school book store, early childhood classrooms and during residencies.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.  
Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
  
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and provide written documentation for absences.
  
- Making sure that homework is completed and reading for the 25 book standard is maintained.
  
- Monitoring amount of television their children watch, video game playing and internet use.
  
- Volunteering in my child's classroom.
  
- Participating, as appropriate, in decisions relating to my children's education.
  
- Promoting positive use of my child's extracurricular time.
  
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as the School Leadership Team and the School Safety Committee.
- Participating in workshops that the school offers on parenting, teaching and learning strategies, and parent responsibility in establishing good habits and attitudes toward learning.
- Monitoring overall student performance.
- Addressing health needs (vision, hearing, personal hygiene).
- Providing children with the necessary school supplies.
- Accepting responsibility for enforcing the school Behavior and Dress Codes.

### **Optional Additional Provisions**

#### Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as]:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

- Do not bring dangerous objects to school.
- Do not hurt myself or another person.
- Respect my property and the property of others.
- Ask permission to leave the room and always carry a pass.
- Walk through the halls in an orderly manner at all times.
- Follow the rules of the lunchroom.
- Cooperate with my teachers so that I will learn to the best of my ability.
- Come to school prepared and ready to learn.
- Complete all classroom and homework assignments.
- Come to school on time, everyday, unless I am sick and bring a note for every absence.
- Respect my school as if it were my home and help to keep it clean and neat.
- Leave in a safe and orderly manner at dismissal.

**SIGNATURES:**

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**SCHOOL**

**PARENT(S)**

**STUDENT**

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our comprehensive needs assessment was based upon the School Report Card, the Progress Report and the Annual progress data of ELA, Mathematics, Social Studies and Science and the Learning Environment Survey. Additionally, collegial teams collect, record and analyze student data school-wide. Administrators periodically meet with the collegial teams to review the data and then with grade level teams. Gaps are identified and solutions are sought to address the needs. In this way we support student achievement as it relates to meeting the NYS Standards.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students participate in all school-wide programs regardless of subgroup. They participate in all assemblies, arts residencies, trips, fairs and celebrations. These integrated activities enable all students to grow as learners and excel based upon their individual learning styles. We develop their strengths and allow them to shine by exposing them to various activities. Higher order critical thinking skills are embedded in these integrated opportunities that make the students "dig deeper" while "Learning in a Special Way."

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students at P.S. 205 receive a comprehensive instructional program based upon their individual needs. The program

provides for an extended school day (Mon-Tues 2:40-3:55) and an extended year (summer school) if warranted. In addition, students meet in small groups with their teachers and/or collegial team teachers.

o Help provide an enriched and accelerated curriculum.

□

Our Enrichment Model is based upon Renzulli's Schoolwide Enrichment Model. We provide opportunities for students to participate in enrichment clusters based upon student choice. Examples of clusters are robotics, Italian, cooking, origami, and international pen pals.

All students participate in arts residencies provided by teaching artists from Young Audiences NY. These residencies enrich the arts curriculum written by the teachers at the school.

All students participate in workshops at the Bronx Zoo along with their parents. These workshops are world reknown and enrich the science and social studies curriculum.

o Meet the educational needs of historically underserved populations.

All students from every subgroup participate in all schoolwide programs. They include the arts residencies, Zoo workshops, fairs, trips, assemblies, enrichment etc... Additionally, we even have a Girls Only Math Club and a Boys Only Book Club to discourage gender specific interests.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

All students who are at risk of not meeting State standards are reviewed at a Response to Intervention (RTI) meeting and provided with an individual action plan to support the student and address the gaps in performance. These students are provided with targeted instruction to address areas that need strengthening. Programs used include Wilson, Foundations, PAF, Reading Reform, Soar to Success, etc... We also have 2 full time guidance counselors (aside from the mandated itinerant counselor) on staff to provide counseling sessions for at risk students. Additionally, Fordham Tremont Mental Health Services provides on site services to our most at risk students and their parents.

o Are consistent with and are designed to implement State and local improvement, if any.

Not applicable since we are a School in Good Standing.

3. Instruction by highly qualified staff.

P.S. 205 is committed to hiring certified teachers. We have been successful in recruiting teachers through our relationships with local colleges and universities and by referrals from former staff members. We provide students from many local colleges and universities the

opportunity to do their practicum and/or student teaching at our school. This provides us with a "farm team" from which to hire when necessary. They have the benefit of learning alongside one of our more experienced staff members for a semester. .

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.



All newly hired teachers attend orientation sessions offered during the summer before school begins. Topics include classroom management techniques, developing inviting classroom environments, content area instruction, use of assessments, etc. In addition, the Assistant Principals and Coaches develop professional development plans to address the individual needs of teachers and paraprofessionals. Differentiated professional development is provided for teachers/paraprofessionals by our in house Coaches, Consultants and/or Collegial Team members as needed. Components of the professional development plans include: study groups, coaching, planning, lab sites, inter-visitations and support of new school initiatives. The plans are very specific and cyclical. In addition, regularly scheduled grade conferences take place on a monthly schedule where new concerns, best practices, etc are discussed. Collaborative grade level inquiry teams also provide for colleagues to come together to discuss student work, progress and teaching strategies. We are also supported in our work by outside consultants from LCI, Bronx Zoo, Young Audiences NY, Reading Reform, etc... They share the most up-to-date research on scientifically based instructional practices.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We have fostered close relationships with the College of Mt. St. Vincent, Fordham University, Manhattan College, Lehman College, and College of New Rochelle. They place their Juniors and Seniors in our school for Practicum and Student Teaching. This has allowed us to have a "farm team" for future hiring. Additionally, we get referrals from former staff members. Also, since we are a high need school, teachers are eligible for the Teachers of Tomorrow Grant for tuition reimbursement.

6. Strategies to increase parental involvement through means such as family literacy services.

We have been pro-active in attempting to increase parental involvement. We schedule several "Family Nights" where children and their families attend a performance at the school. We also host a "Family Arts Night" at the beginning of the school year. Parents, students, and teachers work together on arts related activities presented by teaching artists from Young Audiences New York. A "Parent Only" trip is organized by the Parent Coordinator. It highlights a cultural institution, such as the Tenement Museum, to make parents familiar with available educational institutions to visit with their children. All students participate in workshops at the Bronx Zoo and parents are encouraged to learn alongside their children.

Parent workshops are scheduled throughout the school year addressing topics such as: Family Math, Study Skills, ARIS, Setting Goals for Students, Selecting Appropriate Holiday Gifts, Family Literacy, etc...

The school library is available to parents during open access every morning. Parents are encouraged to take out books to share with their children at home. An annual Book Fair is held in the library to promote literacy at home and is open to parents in the morning and on one evening.

The Student Council Bookstore is also available for parents and children to purchase books. New and gently used books are sold at bargain prices.

Parents are invited to all special events at the school. Events include writing celebrations, assemblies, science fairs, Student Council Campaign etc...

A Parent University is planned for this school year. Workshops assisting parents with parenting skills, resume writing, etc.. are being scheduled.

English classes for our ELL Parents are being planned on a weekly basis. These classes will assist our parents with real life conversational skills.

Parents are also encouraged to attend Parent Teacher Conferences twice a year when they can have individual conference with teachers and the collegial team members. Parents review their children's goals and discuss how they can support their children's learning at home.

Monthly Parents' Association meeting are scheduled and we are planning to incorporate parent workshops at the meetings. The workshops will be presented by school staff.

Additionally, all teachers have identified three prep periods a week when they are available to meet with parents during the school day.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We conduct outreach to local Pre-K programs such as St. Martin of Tours and Belmont Day Care. Ongoing communication is maintained. A kindergarten orientation is scheduled for parents of incoming kindergarten students in June of the previous year. Kindergarten teachers share some tips about how parents can support their children's learning and they give parents an overview of the kindergarten curriculum. Additionally, Parent Orientations are held in Sept/Oct.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers, collegial team members, parents and administrators regularly review student data to inform their teaching in order to meet the individual needs of children. If necessary, support systems are provided to help students progress. Additionally, the RTI (Response to Intervention) team meets on a wekkly basis to discuss the performance of our most "at risk" students. Teachers participate in RTI meetings, Collegial Team meetings, Grade conference meetings, Inquiry Team meetings, EPC's and meetings with parents.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Once a child is identified as having difficulty mastering the proficient levels of academic achievement standards, they are recommended to our Response to Intervention Team and afforded a personalized plan of action. Appropriate intervention programs are used to help the student with identified areas that need improvement. The plan of action is reviewed regularly to see if the child is closing the gap or if additional and/or new support is necessary. The extended day program is also available to students needing the support.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

Staff identified the need to strength positive student behavior as opposed to highlighting negative student behavior. We compiled an "Awesome Action" program that identifies a value of the month. This value of the month is related to our Book of the Month and directly associated with a Disposition of Learning (LCI). Parent letters are distributed monthly describing the value of the month with some suggested books to share with their children. Also, helpful hints with parenting suggestions are included. Students have the opportunity to earn points by demonstrating and "living" the value of the month. At the end of the month Students of the Month are selected and highlighted.

Breakfast and lunch is served daily. Students are encouraged to participate in the healthy food choices that are available. Parents are informed about the food program through the Monthly Parent newsletter. The physical education and science programs focus on nutrition and making good, healthy food choices. Parents are also informed via a letter about sending children to school with healthy snacks and lunches, if applicable.

The in house social action committee maintains a food pantry to support our families in times of need.

The Parent Coodinator provides information to all our parents about job training, vocational and technical education, and available pre-k and after school programs. She is well informed and is aware of many resources that families can take advantage of when necessary. She also provides families with information regarding health insurance. Respresentatives are invited to PA meetings and Parent Teacher conference days.

Our asthmatic children participate in the Open Airways program. They receive valuable information about asthma, preventative strategies and strategies to assist them in times of crisis. This program is provided by our nurse.

Fordham Tremont Mental Health Services is available on site. Their personnel are here two days per week and provide our most "at risk" students with ongoing counseling.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			960,957	True	19, 24, 26, 28
Title I, Part A (ARRA)	Federal	Yes			183,679	True	19, 24, 26, 28
Title II	Federal	Yes			668,442	True	19, 24, 26, 28
Tax Levy	Local	Yes			4134020	True	19, 24, 26, 28

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Not applicable

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Not applicable

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
Not applicable

b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
Not applicable

c. Minimize removing children from the regular classroom during regular school hours;  
Not applicable

4. Coordinate with and support the regular educational program;  
Not applicable

5. Provide instruction by highly qualified teachers;  
Not applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
Not applicable

7. Provide strategies to increase parental involvement; and  
Not applicable

8. Coordinate and integrate Federal, State and local services and programs.  
Not applicable

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

18

2. Please describe the services you are planning to provide to the STH population.

Description

As soon as the school is notified that a student resides in temporary housing, the pupil accounting secretary updates the student change of address and enters residency information for newly enrolled students in ATS. The child will be immediately enrolled as a new student. Every effort will be made to keep the student in the school of origin if the parent so desires. Outreach will be made to the DOE Family Assistant(s) at the temporary housing site to discuss the best interests of the student.

The student will be issued a metrocard to use for transportation.

Academic Intervention Services are provided as needed by the collegial teams. The student's academic progress will be monitored to determine if additional services are needed. The extended day program may be offered to the student, or dropped if it interferes with the student's transportation. Outreach to afterschool programs will be made on the student's behalf upon a request from parent/guardian.

The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian to assure good attendance.

P.S. 205 has a Social Action Committee which will donate supplies, clothing and uniforms, if necessary. We also maintain a food pantry for families in need.

Additionally, guidance and counseling are provided for the student. Outreach and referrals to community based organizations are made on an as needed basis.

## **Part B:**

### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_10X205\_020311-173731.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 534</b>	District <b>10</b>	School Number <b>205</b>	School Name <b>Fiorello LaGuardia</b>
Principal <b>-Carol Ann Rosado</b>		Assistant Principal <b>Jenneth Lagares</b>	
Coach <b>-Karen Abbate</b>		Coach	
Teacher/Subject Area <b>-Lourdes Diaz-Austin/ESL</b>		Guidance Counselor <b>-Jessica O'Connor</b>	
Teacher/Subject Area <b>Niurka Infante/ESL</b>		Parent <b>-Adriana Trujillo</b>	
Teacher/Subject Area <b>Esther Garrido/ESL</b>		Parent Coordinator <b>-Ana Laureano</b>	
Related Service Provider <b>Sandra Hernandez</b>		Other <b>/Consultant- Rosa Delgado</b>	
Network Leader <b>Ben Waxman</b>		Other <b>CEI-PEA-Rosemary Caban</b>	

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>998</b>	Total Number of ELLs	<b>205</b>	ELLs as Share of Total Student Population (%)	<b>20.54%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### 1. ELL Identification Process

A meeting with the Parent Coordinator begins the registration process. The Parent Coordinator then informs the certified ESL teacher (all Spanish speaking) that a new student is registering into the school. The certified ESL teacher conducts an oral interview that facilitates the completion of the Home Language Identification Survey (HLIS) as an initial screening for languages other than English spoken at home. At this time the parent is also given a one to one Parent Orientation (by a certified teacher) where the parent is informed of all available program options for ELL students. The informed parent is given a Parent Option Form to choose their child's program placement. They are also invited to a group Parent Orientation meeting, which is presented by our ESL certified staff and our Parent Coordinator. This workshop is held to reintroduce parents to the ESL and Bilingual programs presented to them at registration. Parents then have an opportunity to watch a video which provides intricate/explicit information about each program option. The video is followed by a discussion, which facilitates parents' understanding of the Bilingual and ESL programs; an opportunity is available to address concerns and questions. The video and handouts are available in English, Spanish and all languages relevant to our student population. The ESL staff then assists the parents in completing the parent selection form and the entitlement letter to ensure proper placement for each student.

2. In conjunction, an ESL teacher administers the LAB-R to the new entitled student (within 10 days after the initial registration date). If the student scores "Proficient", the parent is informed (via telephone and in writing) that their student is not entitled to ELL services and is placed accordingly. However, if the student scores either "Beginning/Intermediate" or "Intermediate/Advanced", the new student is identified as a new ELL student, and the student's parent is informed (via telephone and in writing) that their child is entitled to language program services and is placed accordingly. Transfer students (from other NYCDOE schools) are checked for ELL entitlement through ATS exam history for proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., mainstream, bilingual, or free-standing ESL). Parents are always informed of the results and students are placed according to the parent's option.

3. Throughout the year, teachers communicate with parents to track students progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. The Parent Coordinator follows up with parents to ensure that all option letters are returned and that support is available to foster learning at home. For those few parents who do not return the option letter, a list of names is given to the classroom teachers for their ELLs. Classroom teachers are directed to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ESL teacher in order to read and sign the Parent Option letter.

4. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. The option for ESL placement has increased in the upper grades. Programs are always aligned with the parents' choices for program placement. If parents do opt for a bilingual program for students in grades two through five, the student's name will be placed on a waiting list. When 15 students in the same grade are on the Transitional Bilingual waiting list, a Transitional Bilingual class will be formed. One of our dual licensed Bilingual teachers would be assigned to the newly formed class. In the interim those students will receive the mandated ESL. Parents of ELLs entering in the second, third, fourth and fifth grade also have the opportunity to transfer to a neighboring school which offers a bilingual program.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K    1    2    3    4    5  
 6    7    8    9    10    11    12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	0	0	0	0								2
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	1	1	1	0								3
<b>Push-In</b>	5	5	5	5	5	5								30
<b>Total</b>	6	6	6	6	6	5	0	0	0	0	0	0	0	35

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	205	Newcomers (ELLs receiving service 0-3 years)	174	Special Education	43
SIFE	1	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	53	0	3	0	0	0	0	0	0	53
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	121	1	27	31	0	14	0	0	0	152
<b>Total</b>	174	1	30	31	0	14	0	0	0	205

Number of ELLs in a TBE program who are in alternate placement:

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	27	0	0	0	0								52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>25</b>	<b>27</b>	<b>0</b>	<b>52</b>										

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	11	26	30	30	22								137
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		2	3	3									10
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian	1		1			1								3
Other	1		1											2
<b>TOTAL</b>	<b>22</b>	<b>11</b>	<b>30</b>	<b>33</b>	<b>33</b>	<b>24</b>	<b>0</b>	<b>153</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### 1a. Organizational Models:

Currently, the school provides two language models: Transitional Bilingual/Early Exit Bilingual education (Cloud & Genesee et al, 2000) and Free-Standing ESL, to provide the most comprehensible learning environment for the ELL students.

Each language model provides the following:

- Transitional Bilingual programs/classrooms are heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced).
- ESL Self-Contained programs/classrooms are also heterogeneously grouped; however, ESL teachers also provide Push-In and/or Pull-out to ELL students in mainstream classrooms.

b. Program Models:

Transitional Bilingual Program (Spanish/English) – Based on our students’ level of English Language and academic proficiency, the following program requirements are provided:

- Native Language Arts (NLA) instruction for students in Bilingual K-1 classes, according to the CR-Part 154, the minimum required minutes of study are as follows:

NLA for Bilingual:

- Beginning/Intermediate – 180 minutes per week
- Advanced – 180 minutes per week
- 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1 unit of ESL) in the early grades (K-2)

2. Organization of Staff:

Programs are always aligned with the parents’ choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades and ESL only in the upper grades. As a result, the option for ESL placement has increased in the upper grades.

In the primary grades, Kindergarten and First are assigned certified and fully qualified Bilingual and ESL teachers. Accordingly, the mandated number of instructional minutes is provided in the TBE and Free-standing ESL classrooms, according to proficiency levels cited in the Learning Standards for English as a Second Language resource from the New York State Education Department (NYSED). Explicit ESL, ELA and NLA instruction is delivered according to the CR Part 154.

If parents do opt for a bilingual program for students in grades two through five, the students’ names are placed on a waiting list. When the waiting list accumulates 15 students in the same grade level, a Transitional Bilingual classroom will be formed and a certified Bilingual teacher will be assigned accordingly: Based on CR Part 154 requirement, the ELL students receive mandated ESL instruction, according to NYSEDs required Units of ESL Instruction. In the meantime, parents of ELLs entering in the third, fourth and fifth grade also have the option/opportunity to transfer to a neighboring school which offers a bilingual program, if they so choose.

3. Students are grouped heterogeneously in Kindergarten and First, Grade Transitional Bilingual classrooms. Literacy groups are differentiated using DRA, Running Records, NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing), and the Periodic ELL Interim Assessment. For each instructional unit and individual lesson, teachers target students’ specific instructional needs in listening, speaking, reading and writing (by establishing with ELL students Long-term and Short-term goals).

Academic Intervention Services (AIS) certified teachers/instructors provide support for all of the bilingual classes during the literacy and math blocks. Small group instruction is differentiated according to students’ demonstrated needs and their proficiency levels.

Free Standing-ESL – Based on students’ level of English language and academic proficiency, the following program is implemented across the content areas:

- |                              |                      |
|------------------------------|----------------------|
| • ESL Beginning/Intermediate | 360 minutes per week |
| • ESL Advanced               | 180 minutes per week |
| • NLA                        | As appropriate       |

ELLs receiving mandated instruction are ensured the appropriate mandated units through ongoing administrative and staff articulation, common preps, grade meetings, and collegial team meetings. The Assistant Principal conducts ongoing supervision of program schedules.

The two recommended ESL instructional programs that are in place include the Push-In and/or Pull-Out model in Kindergarten, First, Second, Fourth and Fifth Grade, as well as an ESL Self-Contained classroom in the Second and Third Grade: Each model is instructed by a licensed ESL teacher. A Balanced Literacy Framework is implemented in the classroom and a literacy block of time is used to deliver instruction via the Readers and Writers Workshop model. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used to structure lessons, including Quality Teaching for English Learners (QTELL) strategies to support academic reading, writing and speaking in the target language, English.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas (in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ESL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad of learning experiences that are communicative and purposeful that ensures comprehensible output – language use and development in English.

4. Description of Instructional Delivery in each of the program models:

Content area instruction is delivered in each program model. In the ESL program teachers scaffold and contextualize instruction. Additionally, all classroom teachers scaffold instruction using grade level and age appropriate ESL materials to contextualize instruction and increase comprehensibility.

ELL academic learning is ensured by following the New York State Initiatives for Limited English Proficient/English Language Learners as a framework to support learning, as well as a way to enable them to reach the standards as noted in the Teaching of Language Arts to Limited English Proficient/English Language Learners (e.g., the Essential Elements of Effective Programs for Limited English Proficient/English Language Learners and the Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the English Language Arts Standards).

a. SIFE

According to the data we currently have one SIFE (Students with Interrupted Formal Education) student recently transferred from another NYC school. We understand that SIFE students require special attention to facilitate their transition to formal schooling and help decrease the educational gap.

The following interventions are in place for SIFE students:

- Individualized instruction on a daily basis
- Review of interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Portfolio reviews to ensure grade-level performance
- Extended day to provide reinforcement of essential skills
- Daily AIS to support literacy and content-area learning
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

b. NEWCOMERS

Newcomers entering P.S. 205 in the early grades have the option of selecting the Transitional Bilingual programs, which are offered in grades K-1. Newcomers entering the school in the second and third grades are offered a self-contained ESL class with a licensed ESL teacher. Our second grade self contained ESL also incorporates NLA (Spanish) in the curriculum to support language development. ELLs entering in the third, fourth and fifth grade have the opportunity to receive Freestanding ESL (Push-In and Pull-Out), which is designed to support academic learning in mainstream classes. In addition, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during regular school hours. Foundations, Soar to Success and Wilson are also provided on a daily basis for entitled students.

The following interventions are offered for newcomers in grades K through 5:

- Extended day program provides targeted, small group instruction
- ESL strategies incorporated to scaffold language development across the modalities
- Parents can attend our adult ESL classes. Parent participation in the extended day program is intended to bridge the gap between the home and school cultures
- Our school's parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) teacher who Pushes-In to provide these services as needed.

c. ELL STUDENTS (4-6 years)

According to the analysis of the data we currently have thirty ELL students with 4-6 years in our fourth and fifth grade classes. In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, and science exams.

ESL teachers, classroom teachers, and support staff provide the following services for our fourth and fifth-graders:

- Differentiated instruction on a daily basis
- Review of interim assessments to plan individualized instruction
- Portfolio reviews to track overall academic progress (i.e., reaching benchmarks)
- Extended day programs to provide tutoring and academic enrichment
- Academic Intervention Services (AIS) support
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) teacher who Pushes-In to provide these services as needed

d. LONG -TERM ELLs (completed 6 years)

According to the data, we currently have no long term English Language Learners enrolled.

The following interventions are in place for Long-Term students:

- Individualized instruction on a daily basis with certified and highly qualified Bilingual and ESL teachers
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) teacher who Pushes-In to provide these services as needed.
- Academic Intervention Services (AIS) to support literacy and content-area learning

e. ALTERNATIVE PLACEMENT IN SPECIAL EDUCATION

We currently have forty three Special education students enrolled

The Committee on Special Education (CSE) reviews student progress and determines the necessary interventions. If appropriate, the CSE prepares an Individualized Education Program (IEP) for eligible students. Students are given services based on the Least Restrictive Environment (LRE). Whenever possible, students remain in the General Education class and receive part-time services such as SETSS (Special Teacher Support Services), Speech, Counseling and Hearing Services. If additional interventions are needed, students are placed in a self-contained classroom (12:1 or 12:1:1) or an Integrated Collaborative Team-Teaching (ICT) classroom. As of year 2010 we have become a Phase One school, mandated to service all students within the school zone. ICT was piloted last year in grade one; due to the demand in our community, we now integrate students with an IEP in the General Education population across the grades. For all program placements, students must receive mandated ESL services in accordance with the IEP.

When IEP states Monolingual Services with ESL:

- Differentiated instruction on a daily basis
- Review of interim assessments to plan individualized instruction
- Portfolio reviews to track overall academic progress
- Extended day programs to provide tutoring and academic enrichment
- Academic Intervention Services (AIS) support
- Language instruction as outlined in the IEP: Special Education students are serviced by a licensed teacher and a bilingual paraprofessional, in accordance with the IEP recommendations.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**



Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

- **Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)**  
Interactive program currently used to support the literacy development of targeted Second through Fifth Grade ELL students. Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

- **English At Your Command (Appropriate for all ELL Sub-groups)**  
Daily lessons are supplemented with English at Your Command, a language handbook that supports students in communicating, organizing and presenting ideas. It includes lessons and activities to develop students' independent practice for vocabulary, graphic organizers, handwriting, spelling, grammar, mechanics and research skills. It also supports writing frames and genres, plus revising and proofreading practice to augment communication and research. Extension projects promote the use of information technology and writing to explore topics which are relevant to content-area objectives in the classroom.

- **Soar to Success (Appropriate for all ELL Sub-groups at Intermediate and Advanced Proficiency Levels)**  
It is a 30-minute English literacy program that is researched based: It uses authentic literature, reciprocal teaching, graphic organizers and a scaffolded framework to accelerate ELL (Intermediate and Advanced) students' reading progress (5x a week for 30 minutes in small groups of 3rd, 4th and 5th grade students).

**Early Success (Appropriate for all ELL Sub-groups at Intermediate and Advanced Proficiency Levels)**

A researched-based Literacy program used as a supplement to Tier 1 classroom instruction for second and third-grade students (Intermediate and Advanced ELL students) who are below grade level. Each lesson is structured to include work in Phonics, word learning activities, and reading fluency development for (5x per week, 30 minutes in a small group).

- **Getting Ready for the NYSESLAT and Beyond (Appropriate for all ELL Sub-groups)**  
On a weekly basis, students are also engaged in test prep activities and strategies designed to build English language proficiency. Getting Ready for the NYSESLAT and Beyond, is a teacher's manual which provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing, as well as prepare them for the NYSESLAT (for grades K-8) and the ELA (for grades 3-8).

- **Breakaway Math (Grades 3-5) (All ELL Sub-groups)**  
A mathematics program focused on problem-solving and critical thinking skills, which uses cooperative learning strategies, manipulatives, visuals as well as academic vocabulary within real-life contexts to make the abstract concepts/topics comprehensible. Essential mathematics concepts appropriate for each grade level are grounded in students' life experiences. Daily exercises and extension activities engage students in purposeful and communicative opportunities to use the academic language within context, thus building meaning and comprehension.

- **Finish Line (Grades 3-5) (All ELL Sub-groups)**  
Intervention which teaches students the essential vocabulary necessary for mathematical problem-solving. Activities reinforce skills and topics covered in the grade-level math program. Problem-solving is explicitly modeled through various scaffolding strategies using academic vocabulary within context. Students are prepared to tackle problems in cooperative learning groups and/or independently, and then demonstrate the steps necessary to address/solve a problem. Through active problem-solving, students learn to think critically, organize information, and apply their prior knowledge.

- **Wilson (Appropriate for all Special Education ELL Sub-groups Intermediate and Advanced Proficiency Levels)**  
A research-based comprehensive multi-sensory program designed for students who struggle with decoding and spelling to improve their automaticity in their reading abilities. Thus, this program has been identified to address the decoding and spelling deficiencies of Beginner and Low Intermediate Special Education ELL students, as well as a way to improve their overall reading automaticity and fluency.

- **Read 180 (Technology) that individualized adjusted reading instruction (Appropriate for all ELL Sub-groups at Intermediate and**

#### Advanced Proficiency Levels)

A literacy research based pull-out technology program provided to 4th grade for Intermediate and Advanced ELLs, targeted to move students to grade level. It also provides practice and application of skills in multiple contexts to increase achievement by providing suggestions and activities for teacher-directed individual, small-group, and large-group instruction. There is also an emphasis on academic vocabulary enrichment, developed through increased time on targeted vocabulary and word study activities. Comprehension skills and strategies are scaffolded, presented across the components of Discussion Questions, Comprehension Activities and Reading Strategies. Writing is used as a key strategy for responding to reading and viewing videos, as a way to provide opportunities for daily writing that are simple, achievable and relevant.

#### Culturally Relevant Materials (Appropriate for all ELL Sub-groups)

Books are available in students' native languages, and the ESL and Bilingual staff have a variety of reading materials focused on the students' native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals to support students' literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

#### 6. 2 YEAR TRANSITIONAL SUPPORT:

ELL students that test out of the Bilingual/ESL programs are provided with Academic Intervention Services (AIS), as well as attend extended day activities (i.e., Text Talk, Imagine Learning, Read 180, Soar to Success, Avenues extension activities that are interdisciplinary, Options, Finish Line, Break Away Math and Extension in Reading Series).

#### 7. NEW IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:

##### Common Planning (Involves all Bilingual, ESL and Mainstream Classroom teachers when appropriate)

Common planning periods are included for collaboration between the ESL and monolingual teachers during our weekly schedule. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our ELLs.

Literacy: ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

The goal of the balanced literacy approach is to provide a rigorous and challenging curriculum for our ELLs and ensure appropriate grouping based on individual needs.

Push-in collaborative team teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Readers & Writers Workshop. Additionally, Bilingual/ESL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the core curriculum: All Bilingual/ESL materials will support and/or augment the core reading and writing curriculum

- Content Area: All staff collaborate to ensure that content area objectives are comprehensible to ELLs
  - Push-in collaborative Team Teaching sessions are planned to provide more explicit support in the native language as a way to ensure students' content area lessons are not only rigorous, but accessible and comprehensible.
- ESL and Bilingual staff work with classroom teachers and coaches to ensure that lessons and units are culturally sensitive and relevant to the student population.
- Native Language Arts Push-In Support Program will enrich ELL learning across the content areas: The certified bilingual teacher pushes-in to support and increase ELL comprehensibility and learning.

8. It is important to note that programs previously used will not be discontinued; however, all resources that are currently being used have been reevaluated as a result of summative and formative data to ensure the ELL materials are all being implemented under revised approaches to maximize student academic performance (i.e., ESL teachers will continue to use Avenues, however, will align their lessons and resources to the writing component of the Monthly Instructional Focus).

#### 9. After-School and Supplemental Services for ELLs

To support ELLs access to the grade-level curricula, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades 2-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the Imagine Learning technology program. This is above and beyond the mandated units of service. Students in grades 2-3 are also invited to participate in the Homework Club, enabling further clarification and successful completion of homework assignments.

#### 10. INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs

Some of the instructional materials used to support and/or augment ELL student learning in ELA, Mathematics and other content areas in both English and Spanish are as follows:

- Multimedia Children's Literature - Recorded Books Grades (K-5)
- Multicultural Tales on Tape (Grades K-5)
- Bilingual Read Alouds Fiction and Non-Fiction (Grades K-5)
- Everyday Math (Grades K-2) English and Spanish
- Hampton Brown Content Area Classroom Libraries (Grades K-5)
- Houghton Mifflin's Hartcourt Estudio Sociales(Grades 3-5)
- Houghton Mifflin's Hartcourt Ciencias (Grades 3-5)
- Matematicas Paso por Paso (Grades 3-5)

#### 11. Transitional Bilingual Program and Freestanding ESL Program Native Language Support

Native language support is provided to all our students through use of bilingual dictionaries, native language classroom libraries and technology enrichment such as Imagine Learning in the native language and the buddy system. Additionally, students in self-contained ESL program receive native language support in the core content areas with a certified F-Status native language teacher.

#### 12. Required Support Services and Resources

ELLs receive the required support services and resources that correspond to their ages and grade levels as per CR Part 154. This includes but is not limited to books, software, classroom libraries and materials in native language of our student population.

#### 13. Orientation For New Students( Including ELLs)

At the beginning of the school year, students take part on neighborhood walks and in- house tours, in order to familiarize them with their surroundings and create a comfort zone for the incoming students. They will be presented with the opportunity to meet and greet teachers and school personnel.

#### 14. Language Electives

During our enrichment program, we offer Italian as one of the program electives in the fifth grade.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### 1. Common Planning: ESL Sessions

During common planning periods, ESL direct instructors provide turnkey workshops on essential ESL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ESL teachers may provide specialized workshops on requested topics.

#### 2. Collaborative Planning: ESL, Bilingual, and Monolingual

All teachers meet monthly to discuss the content-area and literacy calendars. ESL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ESL/ELA standards and are customized for individual student needs.

#### 3. Jose P Training

All new teachers participate in meetings devoted to ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. In addition, teachers are given some needed insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

4. BETAC Professional Development for ESL Direct Instructors, Bilingual Instructors, ESL Coordinators, and Administrators  
ESL/Bilingual teachers and other staff are offered monthly or quarterly opportunities for professional growth. BETAC workshops provide teachers with innovative tools, interventions, and strategies which will allow them to promote their ELL's achievement. The instructional approaches are effectively modeled for trainees and can be applied immediately in a variety of program models. ESL and Bilingual staff turn-key their understandings during common planning sessions.

5. UFT and OELL Training for ESL and Bilingual Teachers/Coordinators  
A variety of workshops and seminars are offered which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. Trainees are encouraged to turn-key understandings for their colleagues and administration. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children's education.

Parents are invited to visit their child's classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child's instructional program.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our Young Audience Residency Program in the classroom with their children during the school day. A weekly Adult ESL Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly principal's newsletter ensure that parents are always informed about school activities and programs.

2. A Bilingual staff provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

3. Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey.

4. Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children's academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

## Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	3	3	4	2	6								28
Intermediate(I)	22	11	12	5	6	5								61
Advanced (A)	6	9	10	24	19	11								79
Total	38	23	25	33	27	22	0	0	0	0	0	0	0	168

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	5	1	3							
	I	8	1	2	2	0	2							
	A	19	16	5	2	7	3							
	P	22	15	22	29	30	17							
READING/ WRITING	B	9	3	3	6	2	5							
	I	22	11	11	5	4	5							
	A	7	5	9	21	18	12							
	P	11	14	6	6	14	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	27	21	3	67
4	5	47	28	0	80
5	18	22	14	0	54
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	11	2	26	2	24	0	67
4	0	0	23	2	31	1	9	0	66
5	3	0	26	2	16	1	5	1	54
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	8	1	25	2	18	0	55
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9	2	8	2	23	0	3	0	47
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

**1. ASSESSMENT TOOLS:**

Research-based tools are currently used in our school to assess early literacy skills. The LAB-R and the LAB are administered as an entrance and placement exam, which determines the child's proficiency level in English and/or the native language (Spanish). The DRA is a formal assessment administered quarterly, while the Fountas and Pinell (running record) is an ongoing assessment, which demonstrate the child's fluency and comprehension level in reading. Unit tests, check points, rubrics and other assessment tools in Avenues and the Imagine Learning programs are used to track students' progress in all modalities.

**2. DATA PATTERNS ACROSS PROFICIENCY LEVELS**

Grades K-1

On Listening/Speaking section:

- The majority of K students achieved proficiency(45%).
- 45% performed at the proficiency level.
- 39% performed at the advanced level.

- o 3% performed at the beginning level.

#### Grades K-1

On the Reading/Writing section:

- The majority of K students performed at the intermediate level (45%).
  - o 22% achieved proficiency level.
  - o 14% performed at the advanced level.
  - o 45% performed at the intermediate level.
  - o 18% performed at the beginning level.
- The majority of first grade students achieved proficiency level (42%).
  - o 42% performed at the proficiency level.
  - o 15% performed at the advanced level.
  - o 33% performed at the intermediate level.
  - o 9% performed at the beginning level.

#### Grades 2-4

On the Listening/Speaking section:

- The majority of second-grade students achieved proficiency level (76%).
  - o 76% performed at the proficiency level.
  - o 17% performed at the advanced level
  - o 7% performed at the intermediate level.
  - o 0% performed at the beginning level.
- The majority of third-grade students achieved proficiency level (77%).
  - o 77% performed at the proficiency level.
  - o 5% performed at the advanced level
  - o 5% performed at the intermediate level.
  - o 13% performed at the beginning level.
- The majority of fourth-grade students achieved proficiency level (79%).
  - o 79% performed at the proficiency level.
  - o 18% performed at the advanced level
  - o 0% performed at the intermediate level.
  - o 3% performed at the beginning level.

#### Grades 2-4

On the Reading/Writing section:

- The majority of second-grade students scored at the intermediate level (38%).
  - o 21% performed at the proficiency level.
  - o 31% performed at the advanced level.
  - o 38% performed at the intermediate level.
  - o 10% performed at the beginning level.
- The majority of third-grade students scored at the advanced level (55%).
  - o 16% performed at the proficiency level.
  - o 55% performed at the advanced level.
  - o 13% performed at the intermediate level.
  - o 16% performed at the beginning level.
- The majority of fourth-grade students scored at the advanced level (47%).

- o 37% performed at the proficiency level.
- o 47% performed at the advanced level.
- o 11% performed at the intermediate level.
- o 5% performed at the beginning level.

Grade 5

Listening/Speaking section:

- The majority of fifth-grade students performed at an advanced level (20%).
- o 20% performed at the advanced level.
- o 0% performed at the intermediate level.
- o 4% performed at the beginning level.

Grade 5

On the Reading/Writing section:

- The majority of fifth-grade students performed at the advanced levels (48%).
- o 12% performed at the proficiency level.
- o 48% performed at the advanced level.
- o 20% performed at the intermediate level.
- o 20% performed at the beginning level.

Based on the 2010 NYSESLAT data, the following percentage of students tested out of the Transitional Bilingual and Freestanding ESL programs:

K	1st	2nd	3rd	4th	5th
22%	30%	14%	13%	29%	12%

An analysis of K-5 LAB-R/ NYSESLAT scores for 2009 -2010 indicates that reading and writing will continue to be the areas of focus for ESL and Bilingual instruction.

- The majority of ELLs achieved proficiency in listening and speaking.
- The majority in Kindergarten performed at the intermediate level in reading and writing.
- The majority in 1st grade obtained proficiency in reading and writing.
- The majority in 2nd grade performed at the intermediate level in reading/writing.
- Grades 3 through 5 performed at the advance level in reading and writing. The 2010 scores reveal that the majority of students scored at the advance level on the reading/writing section.

Current literacy interventions and strategies, which include research-based technology programs, will be used to support and enhance literacy development. Imagine Learning English, Soar to Success, and Avenues will continue to be incorporated considering the positive impact these programs have had on student achievement. After using a variety of intervention programs including Imagine Learning English, the majority of ELLs in grades 3 through 5 scored at the advanced level on the NYSESLAT. A large percentage of these students also performed at a level 3 on their ELA state exam with a 4% in level 4.

ANALYSIS

- K: Majority of students scored at the intermediate level.
- Grade 1-2: Majority of students scored at the intermediate level.
- Grades 3-5: Majority of students scored at the advanced level.

2009-2010: Listening/Speaking:

For Grades K-5, the majority of students reached proficiency.

Based on the results of the Spring 2010 NYSESLAT results and periodic assessments, teachers and coaches will differentiate the literacy

curriculum for ELLs using research-based interventions and strategies. Where appropriate, native language arts will be incorporated to ensure that content-area material is comprehensible for ELLs.

### 3. DATA-DRIVEN INSTRUCTIONAL DECISIONS:

1. Teachers of ELLs will ensure that students develop and practice the academic English necessary to master the content areas by differentiating instruction, grouping heterogeneously during cooperative settings, and applying multi-sensory approaches. Cross cultural awareness will be incorporated into all lessons and projects (Language Experience Approach).
2. Oral language skills will be used as a purposeful, communicative approach in order to segue learned vocabulary into writing. The writing process will be scaffolded via graphic organizers to ensure the integration of the forms and functions of the English language.
3. Based on grade-level performance on the reading and writing sections for 2010, Kindergarten will be the target group for literacy instruction in the lower grades. Those strategies used with the first-grade ELLs will be further analyzed and incorporated into both ESL and native language arts instruction for the Kindergarten students.
4. Teachers in grades 2-4 will incorporate Bloom's Taxonomy within the social/affective strategies (asking questions for clarification, cooperation) during cooperative learning settings; in order for students to obtain feedback from peers on the effectiveness and coherence of communication efforts orally and in writing. By using language and cooperative groups/peer tutoring arrangements, students are enhancing their oral academic language that then segues into their writing. Additionally, this process allows for students to master the forms and functions of the English language that supports academic language and writing. Materials such as wordless books will be provided as an opportunity for self-expression, creativity and cultural connections.
5. Teachers of potential long-term ELLs, fifth-graders, will use the same strategies as grades 2 through 4 with technology and project-based learning across content areas. Supplementary reading activities and interventions will also be necessary in preparing them for the more challenging content and vocabulary contained in the grade-five.

#### I. ELA:

- According to the 2009-2010 Grade 5 scores,
  - o 33% of the English Language Learners (ELLs) scored at a level 1
  - o 41% scored at a level 2
  - o 26% scored at a level 3
  - o 0% scored at a level 4
  
- According to the 2009-2010 Grade 4 scores
  - o 6% of the ELLs scored at a level 1
  - o 59% scored at a level 2
  - o 35% scored at a level 3
  - o 0% scored at a level 4
  
- According to the 2009-2010 Grade 3 scores
  - o 24% of the ELLs scored at a level 1
  - o 40% scored at a level 2
  - o 31% scored at a level 3
  - o 4% scored at a level 4

#### II. Math:

- According to the 2009-2010 Grade 5 scores,
  - o 6% of the English Language Learners (ELLs) scored at a level 1
  - o 52% scored at a level 2
  - o 31% scored at a level 3
  - o 11% scored at a level 4
  
- According to the 2009-2010 Grade 4 scores

- o 0% of the ELLs scored at a level 1
- o 38% scored at a level 2
- o 48% scored at a level 3
- o 14% scored at a level 4
- According to the 2009-2010 Grade 3 scores
  - o 3% of the ELLs scored at a level 1
  - o 19% scored at a level 2
  - o 42% scored at a level 3
  - o 36% scored at a level 4

III. Science:

- According to the 2009-2010 Grade 4 scores
  - o 2 % of the ELLs scored at a level 1
  - o 16% scored at a level 2
  - o 49% scored at a level 3
  - o 33% scored at a level 4

NYSAA Math and Science

We currently have no students who are assessed using NYSAA.

TRENDS BY GRADE AND CONTENT AREA

Grade 2010

	Level 1 Math	Level 1 ELA	Level 2 Math	Level 2 ELA	Level 3 Math	Level 3 ELA	Level 4 Math	Level 4 ELA
3	3%	24%	19%	40%	42%	31%	36%	4%
4	0%	6%	38%	59%	48%	35%	14%	0%
5	6%	33%	52%	41%	31%	26%	11%	0%

4a. Based on the 2010 ELA and Math data, ELLs in grades 3 through 5 continue to demonstrate progress in the language arts and math. In particular, more ELLs are scoring at a level 3 in math than in ELA.

In grades 3 and 5, a few students scored on level 1 with a median of 3%. In grades 3 through 5, a considerably larger percentage of ELLs scored at a level 3 in math and level 2 in ELA. In grade 4 a 48% scored at level 3 in math and a 59% scored at level 2 in the ELA. In grade 3 a 36% of students scored at a level 4 in math and 4% in the ELA.

The gap in math and ELA performance may be attributed, in part, to the transition to English-only ESL programs in the third and fourth grade. Another attributing factor is the content area terminology and increased language production required of the student (explanation of process leading to answers). Students from the second-grade bilingual class may be experiencing difficulty when transitioning to a third-grade self-contained ESL class; however, our program will provide an F-status teacher who is highly qualified as an NLA instructor to support this need.

1. A Thorough Review of the ELA scores Reveals the Following:

- o The majority of students in grades 3 through 5 scored at a level 2 on the ELA.

o Grade 4 must be the target group for literacy interventions and more responsive test preparation ( i.e. item analysis and targeted skill areas). Item analysis will be used to highlight specific skill areas in need of improvement. The majority of fourth-grade ELLs scored at a level 2 on the ELA. The ESL Team will more closely analyze interventions like Imagine Learning English to determine next steps for expanding use of this software program.

o Grades 3 and 5 need additional literacy interventions to ensure that they make additional progress in ELA as well as additional math intervention. Students will practice content specific vocabulary to facilitate problem solving skills and explaining the process taken, to reach the correct answer. Most of the third and fifth grade ELLs scored at a level 2, creating a difference of 9% in grade 3 between scores at this level and level 3. The Imagine Learning English software may also be a good tool to scaffold reading and writing for these students.

2. The Math and Science data demonstrate the following:

o The majority of students in grades 3-5 scored at a level 3, with 33% of students testing at a level 4 in science.

o Teachers and support staff must continue to collaborate in differentiating instruction for ELLs to ensure that they master content area and language objectives. Oral language and literacy development must also be emphasized across the content areas.

#### 4b. PERIODIC ASSESSMENTS:

In the beginning of October, ELL students take an ELL Periodic Assessment which informs instruction and facilitates student grouping. Students are formally assessed again in March.

NYSESLAT End-Term Assessment: Each Spring, students take the NYSESLAT, used to measure Annual Yearly Progress (AYP) in the English language.

Formative Assessment: Throughout the year student progress will be tracked with ongoing assessment tools, using a variety of benchmarks, including the Avenues objectives tracker. Other individualized assessments include those derived from the Imagine Learning English program.

Student Portfolios: All student work, conferencing notes, long and short term goals, and rubrics will be included for each student in their individual portfolio to showcase their language development.

Individual student goals: All students have differentiated goals for each of the four modalities, listening/speaking, and reading/writing.

#### 4c.

The data analyzed from the Periodic Assessment allows the school to:

- monitor student performance and progress
- plan and set goals for accelerating the progress of each student
- review student progress during parent-teacher conferences
- identify strength and weakness in order to drive instruction

According to the latest city and state assessment data for P.S. 205's ELLs, significant gains have been made in science, math, and language arts. The majority of ELLs in grades 3 through 5 scored at a level 3 on the state exams. Native language arts instruction, Imagine Learning English, and other literacy interventions will be used to further support our ELL's achievement. Through collaborative inquiry, teachers and coaches will continue to monitor student progress using each intervention's tracking tools.

6. The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies Ongoing assessments throughout the year and a variety of benchmarks; including Avenues, Imagine Learning, student portfolios and individual student goals are also used to further evaluate the success of our program.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 205 Fiorello Laguardia					
<b>District:</b>	10	<b>DBN:</b>	10X205	<b>School</b>		321000010205

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded		
	2	v	6		10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.9	94.0	94.0
Kindergarten	166	169	147				
Grade 1	157	166	208				
Grade 2	181	151	157				
Grade 3	164	163	150				
Grade 4	145	163	174				
Grade 5	156	154	161				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	0	0				
<b>Total</b>	<b>970</b>	<b>966</b>	<b>997</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.6	90.3	92.3

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	90.7	96.2	96.2

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	37	47

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	14	18	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	41	40	39	Principal Suspensions	14	18	19
# in Collaborative Team Teaching (CTT) Classes	7	11	66	Superintendent Suspensions	2	0	0
Number all others	60	78	43				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	55	50	TBD	Number of Teachers	76	79	79
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	11
# receiving ESL services only	154	149	TBD				
# ELLs with IEPs	7	44	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.5	72.2	88.6
				% more than 5 years teaching anywhere	46.1	46.8	55.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	84.0	91.1
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	98.7	98.2
Black or African American	15.3	13.7	13.7				
Hispanic or Latino	77.1	77.8	77.9				
Asian or Native Hawaiian/Other Pacific	0.6	0.9	1.0				
White	6.7	6.3	7.0				
<b>Male</b>	50.8	49.5	51.7				
<b>Female</b>	49.2	50.5	48.3				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	64.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)